

## UBD Title or Topic

Subject/Course: Intro to Human Services

Grade (s): 10 - 12 Designer (s) Carol Birgen, Charlotte Mohling, Deb DeBates, Debra Kraft

### Stage 1: Desired Results

Core Standard(s):

3.1 Compare and contrast expectations and requirements for a human services career with personal attributes

Understandings: Students will understand that....

A person needs certain personal attributes that relate to the expectations and requirements for human services careers to be successful in these careers.

Essential Question(s):

How do my personal attributes compare to expectations and requirements for a human services career?

Students will know....

Expectations and requirements for a human services career

Student will be able to .....

Analyze personal attributes

Relate personal attributes to expectations and requirements in a human services career.

### Stage 2: Assessment Evidence

What evidence will show that students understand?

<u>      </u> Performance Task	<u>  x  </u>	Project	<u>      </u>	Quizzes
<u>      </u> Tests	<u>      </u>	Informal Observations	<u>      </u>	Discussions
<u>      </u> Interviews	<u>  x  </u>	Self-Assessment	<u>      </u>	Other

### Stage 3: Learning Plan

Motivation – Introduce and Explain

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

1. Euclid's Triangle or Field Goal – Relate to process of analyzing our attributes (skills, interests, abilities, personality, learning style) and comparing them to a possible career.

Model (Teacher presentation):

What instruction is needed to *equip* students for final performance?

2. Review process taken throughout course.
  - Students have taken career exploration tests.
  - Students have researched human service careers.

Guided and Independent Practice (Student Engagement):

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

3. Demonstration on career analysis components of MyLifeSD – Career Matchmaker and “Suitable for You?” section of specific careers.

Reflection/Assessment:

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How will students *exhibit* their understanding about their final performances and products? How will you guide in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?

4. Students complete the Self-Assessment section of the semester-long Career Investigation STAR Event Project. Use Self Assessment Report Rubric to assess first draft of section. Students will make necessary revisions before including section in Career Investigation portfolio.
5. Students collect school work that illustrates that they have skills related to human services careers (Samples of School Work section of Career Investigation STAR Event Project).
6. Students assess how family and consumer sciences coursework will be used in human services careers. (Use of Family and Consumer Sciences Coursework section of Career Investigation STAR Event Project) Use the Use of Family and Consumer Sciences Coursework Rubric to assess first draft of section. Students will make necessary revisions before including section in Career Investigation portfolio.